



**EVALUATION OF JUNIOR ACHIEVEMENT/KAZAKHSTAN'S  
ECONOMICS/BUSINESS EDUCATION PROGRAMS**

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*The opinions expressed herein, are solely those of the authors and do not necessarily reflect the views of the US Agency for International Development.*

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## Acronyms

Agency	United States Agency for International Development
Board	JA Board of Directors
CAR	Central Asian Republics
DE	Department of Education (regional)
E&E	Europe and Eurasia
ERGO	Economic Restructuring and Growth Office
GOKZ	Government of Kazakhstan
JA	Junior Achievement
JAK	Junior Achievement Kazakhstan
JAW	Junior Achievement Worldwide

Mission	United States Agency for International Development Mission to Central Asian States
MESE	Management and Economics Stimulation Exercise
MOE	Ministry of Education
MOU	Memorandum of Understanding
OEF	Office of Enterprise and Finance
PPO	Program and Project Office
TOT	Training of Trainers
USAID/CAR	United States Agency for International Development Mission to Central Asian States

## **Executive Summary**

This study of the impact and effectiveness of Junior Achievement/Kazakhstan's business education programs, implemented since 1994, was carried out in Kazakhstan between June 27 and July 5, 2005, and relied exclusively on expertise from three USAID missions (USAID/Bosnia, USAID/Bulgaria and USAID/CAR) in an effort to provide programming assistance to USAID/CAR and also promote and upgrade the Agency in-house monitoring and evaluation expertise further to USAID Administrator's Evaluation Revitalization Agenda.

The study makes use of standard evaluation methods such as key informant interviews, focus group interviews and semi-structured interviews and given the focus on assessing JAW program methodology is predisposed if favor of qualitative data collection. Throughout the implementation of the assignment, the focus of the evaluation was modified from impact on students to interaction with key stakeholders within Kazakhstan's educational system. This was partly due to the inconvenient timing of the evaluation during the schools' summer break but also reflected a shared understanding that the major impediments and opportunities for JAK programs' expansion lie within Kazakhstan's educational system.

The study found out that JAK's programs, based upon an unique interactive methodology and initially spurred by the opening up of the market and the start of economic reforms, have managed to achieve their stated goal and objective to promote entrepreneurial spirit among the young. However, JAK programs remain largely adaptations of JAW programs, conceived of and developed in the United States, that have not made a concerted effort to bring in the equation important country-specific institutional and developmental factors and have failed to involve local business and the wider constituency. While employing a modern and well accepted teaching methodology, JAK is not motivated by a plausible development hypothesis, backed up by detailed methodology and a matrix of intermediate results and indicators of success. Thus, the programs remain largely output (educational materials) oriented. JAK programs largely underestimate the importance of key stakeholders within the educational system that is being increasingly regulated and streamlined to serve the national development needs of Kazakhstan. The current organizational structure of JAK seems inadequate to promote growth and sustainability

and is unable to produce reliable statistics, vital for subsequent monitoring and evaluation efforts.

Thus, while opportunities and competitive niches still exist with Kazakhstan's educational system, JAK programs need to make full use of their competitive advantages as opposed to the other economics teaching methods currently in circulation, decide upon priority actions and seek support within the educational system and the business community. The evaluation recommends continuing adaptation of existing teaching manuals to match market demand and a gradual expansion strategy starting from specialized schools and relying upon incentives with Kazakhstan's educational system that have largely to do with teachers' training. A careful reexamination JAK organizational structure and reconsidering of branding and public outreach techniques is also recommended.

## **Introduction**

The purpose of this evaluation is to assess the impact of Junior Achievement/Kazakhstan's programs, spanning a period of ten years and aiming to promote the entrepreneurial spirit among young people in Kazakhstan through teaching, training, and various interactive and out-of-curricular activities. JA programs were launched and sustained 'at different levers' throughout the Central Asian republics due to the diverging reform and development agendas each republic chose to pursue but have never been purposefully and consistently analyzed. The program methodology, on which JA was initially conceived and later developed into a set of programs, relies heavily on providing hands-on exposure to economics and business models widely applied and rarely challenged outside the schools. The programs are typically carried out within a decentralized schooling system that does not have a mandatory agenda and can easily accommodate new subjects and extra-curricula activities.

This is often not the case when any conventional methodology is transplanted into a developmental context and begins to be used as a development technique. Different hypothesis about the effectiveness of the methodology will be valid for the simple reason that relations between stakeholders are based on different assumptions and that often time stakeholders themselves are not the same.

Thus, while attempting to answer the specific questions listed in the scope, the study looks at the methodological soundness of the development hypothesis underlying the specific theory of change, i.e. that early exposure to business and economic education increases the chances for personal realization and is thus beneficial to society as a whole. This study thus attempts at filling in a knowledge vacuum by looking into the evolution of the JA programs in Kazakhstan over the course of ten years since market forces were introduced to the former Soviet Republics of Central Asia, their interaction with the mandatory national educational curricula and their impact on secondary school students since the early years of economic transition.

The scope identified young people as the primary target group of the research. However, it also referred to JA's methodology and various stakeholders within the educational system, i.e. JAK's regional centers, the business community, parents, student's larger communities and society as a whole. Following the logic, spelled out above, the question of attitudinal/behavioral impact of the JA programs was thus circumscribed in the larger analytical question of the environmental impact of the JA programs. Against the background of Kazakhstan's development over the last ten years, the major question underlying this study was thus transformed into a search for the enabling factors for JA programs sustainable development in Kazakhstan. The objective being to make these highly visible and distinguished economic and business education programs, partnering with business and the educational system, yet distinct from the formal economic education programs in their effort to assist students in their career development and thus positively influence the country's transition to a free market economy.

This study, commissioned by USAID (Agency) and Junior Achievement and financially supported by USAID/Washington, USAID/Bosnia, USAID/Bulgaria, and USAID/Central Asian Republics (CAR), was prompted by four major factors, listed below:

1. It is motivated by an Agency-wide effort to enhance the learning capacity of the organization by developing own monitoring and evaluation capacity and breaking off the reliance on external evaluation capacity. In this respect, the study is useful as an experience of an evaluation effort relying exclusively on in-house expertise.
2. It is meant to provide programming clues and suggestions to the USAID/CAR Mission with respect to the future course of development of JA programs in Central Asia and more specifically Kazakhstan.
3. It is meant to provide program and methodology related ideas and suggestions to USAID officers in other Missions in the E&E region, including USAID/Bosnia and USAID/Bulgaria, related but not entirely limited to the area of economic and business education.
4. Finally, the program methodology related findings and recommendations of the study may be used by Junior Achievement for adapting and fine-tuning its global approach to economic and business training.

Thus, while the evaluation is meant to be used for the relevant programming purposed of the USAID/CAR Mission, based in Almaty, it can also be used by other USAID E&E missions, sharing a similar educational tradition and where there are active JA programs or where there are deliberations to initiate such programs are to be launched. Finally, the study can be a useful reference for USAID officers, undergoing activities' evaluations and for JA staff, developing and implementing programs in the region of E&E.

## **Methodology**

The overall design strategy of the study relied heavily on evaluation methods trying to identify consensus of opinions and perceptions of key stakeholders, i.e. school administrators, teachers, government officials, students, parents and business representatives. Apart from consensus the ten-year period, addressed in the study pointed

to evaluation methods looking at trends of development and comparisons of before and after. Further to this qualitative data collection methods such as focus groups and key informant interviews were widely employed. Some of these could be objectively verified, given the large samples of interviewed teachers and school administrators. Others, having to do with students and business, can only be affirmatively hypothesized given the less representative size of the interview sample.

The study made use of standard research tools such as desk review of existing JA thesis and JA/CAR program documents, key informant interviews and interviews with JA/CAR program staff, CAR mission staff, MOE and DE officials, JAK regional centers' coordinators, school administrators, business and Board representatives. The relatively homogeneity of the teachers' and students' groups made focus groups techniques widely used throughout the fieldwork. Structured and semi-structured questionnaires were employed to a lesser extent. The former were run in the form of quick surveys after some the focus groups with students and teachers were concluded. The latter were employed mostly to gather up-to-date data on the operations and level of maturity of JA regional centers, though the few responses received can hardly establish verifiable findings with respect to the operations of JA regional coordinators.

The evaluation team conducted fieldwork in Almaty, Astana and Taldykorgan from June 27 till July 5, 2005. In Almaty the team met with the JA/CAR management, the regional Department of Education, teachers, school administrators and students involved in JA programs, teachers uninvolved in JA programs, Board and business representatives and Mission officers. In Astana the team met with representatives of the Ministry of Education, the Regional Department of Education, school administrators, teachers and students involved in JA programs. In Taldykorgan, the evaluators met with school administrators, teachers and students participating in JA programs. In an effort to account for the evolutionary trend in the development of the JA portfolio in Kazakhstan the team met with the former JA coordinator and had a conference call with the JA Coordinator for Asia and the Caucasus.

Meetings were usually arranged in a manner that allows for all team members to be present. However, during the fieldwork in the school division of labor and specialization were sought. In an effort to ensure continuity of findings, one evaluator tried to capture primarily students' and parents' focus groups, while another one dealt in-depth with teachers and a third team member interacted in a more focused way with government officials and administrators.

## **Major Data Limitations**

While a longitudinal study would have been best suited to account for the attitudinal change among students that took some or all of the offered JA programs, as called upon by the scope, this was well beyond the time horizon and the resources of this evaluation. To make the evaluators work more challenging, the timing of the evaluation team's fieldtrip coincided with the beginning of the school summer break. Thus the initial plan to employ a tracer strategy to reach students could not be implemented. Interviews with

students were set up with the assistance of selected teachers and school administrators, which does not rule out an inherent bias, i.e. that the more enthusiastic and good students volunteered to show up at the school during a school break. Since even assembling groups of JA graduates proved challenging, the evaluation team gave up another idea to account for divergences between JA and non-JA students through a control group. For different reasons, having to do with the absence of an object for research, question 5 on the maturity of the regional centers remains unanswered the way it is phrased in the scope. Only four of the purportedly eleven regional coordinators replied to the semi-structured questionnaire, e-mailed to them.

While this situation may suggest that the individual level impact of the JA program may have been totally neglected, a parallel hypothesis on the ‘limited autonomy of actors’ was developed at the very outset of the study. Viewed in a liberal setting, students (actors) can pick up from a basket of classes based on preferences and choice and can make rational decisions about their future, becoming thus the center point of research. In a setting, however, where school curricular is under increasing government regulation and is up to regional and school level administrators, students (actors) are not entirely free in their choices. An attempt to view them as autonomous actors maximizing the benefit of their choices would sacrifice the very hypotheses that any business education program in a development setting is premised upon, i.e. that it is meant to equip the young with the skills to prosper alone and thus create demand for more individual economic and other liberties.

The sum up part of the Findings and Conclusions Section will discuss additionally why the disparities between the economics education curricular and the JA programs make the answer to such a question a difficult one and would provide additional information why such an answer holds little relevance with respect to the programming choices typically faced by CAR missions.

## **Program Purpose**

The JA program purpose, as stated out in its program description is to nurture and promote the development of entrepreneurial spirit among young people by a combination of educational and training courses that bring the world of business in the school.

The global mission of JA (established in 1919) is recognize and serve member nations that develop and implement economic education programs for young people through a partnership between business and education. JA was established in Kazakhstan in 1994 as a member of the international NGO Junior Achievement Worldwide. There are purportedly 13 regional centers in that are delivering and JA progress reports state JA programs reach to over 200,000 students on an annual basis.

JAK Key Goals are:

- Promote the ideas of open democratic society among the youth through development and dissemination of economic education programs;

- Introduce market economy basics to school and university students of Kazakhstan;
- Provide an opportunity to gain entrepreneurship experience through establishment and management of businesses.

JAK Key Objectives are:

- In collaboration with the Ministry of Education and Science of the RK adapt, translated and publish JA educational materials in Kazakh, Russian and English languages;
- Development of new educational techniques (electronic simulation exercises, interactive video guides, electronic textbooks, etc.);
- Training of trainers and teachers on new JA programs.

Organization Chronology of JA:

**1994** – *Junior Achievement/Dostizheniya Molodyh* (JA/DM), Public Foundation founded by Tamara Ilyicheva;

**2001** – Agreement signed between USAID and JAI at the amount of \$693,783 to establish JAI Regional Office in Almaty (covers activities in all CARs) for the period from September 30, 2001 to September 30, 2003;

**2002** – Regional Office established in Almaty (covers all five CA countries) in July, 2002

**2003** – **2004** JAI starts active involvement in activities of JA in Kazakhstan - review of DMF conducted, the old Director resigns, a new team formed;

**2003** - Extension signed for 15 months through December 31, 2004 of which (1) four months (October 1, 2003 – February 01, 2004) a no-cost extension to complete the tasks under original agreement and (2) eleven months (February 1 – December 31) a cost extension of \$243,169 to ensure the continued support to local JA organizations;

**2005** – The new local chapter registered as Junior Achievement/Kazakhstan (JAK) and a new Board of Directors (currently five members) appointed in January 2005;

**2005** – An unsolicited proposal for funding submitted to USAID in June.

**Results** achieved up to date (1994-2005):

- 105 trainings for teachers of economics; 3,900 teachers were trained
- Central Asian School Company Fairs (in 2000 and 2001)
- National conferences for teachers of economics (1997 and 1998)
- Annual Economics Olympiads (1998 Republican)
- Annual national and international Management and Economics Simulation Exercise (MESE) competitions
- JA Economics textbook is published in 2003 (replaced Applied Economics), and translated into Russian and Kazakh
- Fundamentals of Market Economy is published in Russian in 1998
- Banks in Action is published in Russian, trainings started in 2004 (how many copies)
- Management and Economics Simulation Exercise (MESE) launched in Russian in 1995 and new edition is published in 2003
- Student Company Program started in 1996, translated in Kazakh and adopted in 2005)



- Global Business Ethics was translated in Russian, trainings of teachers started in 2004
- 11 Regional Centers are established through Kazakhstan.

The following JA programs are offered in Kazakhstan:

1. JA Economics
2. Fundamentals of Market Economics (FOME)
3. Management of Economic Simulation Exercise (MESE)
4. Student Company
5. Banks in Action (BANKS)
6. Global Business Ethics (GBE)

## **Findings**

### **Background information on Kazakhstan's educational system development**

Currently, Kazakhstan's secondary education is comprised of four levels: primary schools, middle schools, high schools and professional schools (colleges). In 2003-2004 there were 8260 schools functioning in Kazakhstan with 3,026,000 students, of which 54.8% are being trained in Kazakh. Private schools represent around 2% of all schools in Kazakhstan.

After the collapse of the Soviet Union the number of schools with specialized curriculum increased dramatically (gymnasiums, lyceums, and specialized schools). In 2003-2004 there were 115 gymnasiums, 62 lyceums, 69 schools with lyceum classes, 249 schools with gymnasium classes, 45 specialized schools and 2201 schools with specialized classes.

Kazakhstan's educational system is patterned after the Soviet Union model and is practicing a knowledge-based approach build around an obligatory school curriculum, appended by a so-called 'variational' component into the school curriculum. Compared with other subjects listed in the official curriculum, economics builds to a less extent upon theoretical knowledge. Intra-school, inter-school, regional school and national school competitions, known as Olympiads are still practiced with regard to all major subjects, securing an exam-free university placement for the national winner and gaining acclaims, as well as an increase in the professional ranking for the teacher that prepared the winning students. There are 14 professional ranks for teachers and teachers are being promoted by independent regional attestation committees.

Kazakhstan's education system is undergoing gradual reform and adaptation. While the national curriculum has recently seen less flexibility than ten years ago, when economic reforms started, teachers nowadays have more information about new teaching methods. New teaching methodologies are being introduced, while the government has launched an international tender for the development of new educational standards for secondary education that will bring about a transformation to a 12-year 3-stage schooling system (elementary school: 1-4 grades, intermediary school: 5-10 grades, and high /specialized

school: 11-12th grades) in the period of 2005- 2010 and school specialization. The principal difference in the new model is the introduction of specialized 11-12 grades that will see a formal inclusion of economics in the official agenda but at a later stage. Thus, starting from 2009/10 school year students will be able to choose individual specializations.

### ***1. Did students capitalize on knowledge/skills received?***

Education is highly valued in Kazakh society. There seems to be a general consensus that studying a new topic such as economics in period of stable economic growth is a positive thing. Students on their own initiative or encouraged by their parents and teachers show a keen interest in business and economics topics that are being offered at the educational market. Almost all note that economic education should start as early as possible, since it plays an important role in anybody's life, no matter of what career they choose to pursue later.

Students who have taken one or more JA programs appeared to be generally satisfied with the content of the programs. MESE and School Company appeared to be the two JA programs best recognizable and most appealing to students. Generally, JA programs were distinguished for their interactive approach, practical orientation, and non-theoretical manner to teaching economics. Students reported to have become more self-conscious about their skills and more affirmative in communicating their positions after taking the JA programs. Students reported that they are able to make use of these skills in other classes, as well as at home. Students agreed on JA being influential on choosing their future profession. One student shared with the team, 'We are totally different people since we had JA classes'.

However, students often remarked that they would want to see more examples from the Kazakh business reality in the economic and business books and classes. There were debates among students whether the economic textbooks should reflect the current reality of transitory state of economic relations in Kazakhstan or whether they should stay at a more abstract model of how economic matters should ideally like. Students often noted that this gap is filled when other Kazakhstan-relevant courses such as Law and Business Law, which are taught parallel to the economics classes. This was best exemplified in specialized private economics schools that offer the whole spectrum of economics and business-related courses and sometimes develop their own teaching methodologies. In addition to this, students often noted that the MESE program needs to be upgraded to include more variables, including risk-related ones and thus account for a more realistic business environment. An important technicality of the updated MESE software makes it impossible to upload to more than one computer. This complicates often practices MESE team competitions from different schools, making necessary that the teams switch places, using just one computer.

Students were not always able to clearly distinguish between JA programs and other economics educational program offered in their school, pointing to a good integration of

economic subjects in the school curricular but also to an increasing sophistication of domestically developed economics teaching programs.

Largely as a result of the rapid economic growth and relatively good employment opportunities in the bigger cities of Astana and Almaty, economics as secondary school topic holds particular attraction for students who are considering pursuing university education in economics. A good majority of students in other urban areas reported they would pursue continuing university level economic education. However, students from the countryside (outside Astana and Almaty), who due to the lack of economics teachers have less exposure to JA and other business education classes seemed less confident that pursuing economics education is the best decision to make. Traditional majors such as science or engineering still hold considerable attraction. However, they all agree that knowledge and skills gained through JA will be very useful in the future, regardless of the profession they pick up.

As noted in the *Data Limitations* Section, a tracer of JA students could not be implemented, as originally stipulated. Numerous accounts of teachers and parents seemed to prove that JA graduates prospered well in life, some of them obtaining competitive scholarships or climbing to the tops of corporate ladder. It was not methodologically possible however to discriminate between the JA effect and the other effects that may have had an influence, including the public education system, which while in transformation, does not seem to have suffered a collapse, since the end of the Soviet Union.

## ***2. Did the JA methodology affect teaching standards in a sustainable manner?***

The teaching methodology behind JA's practical programs such as MESE, School Company and Banks in Action, probably scores highest in terms of long-term impact on the educational system, in which JA programs are taking place. While the excessive focus on the US business and economic environment, together with the quality of the translation of JA textbooks were pointed as deficiencies, there was unanimity among teachers, administrators and students that the teaching approach and methodology employed in JA programs makes a positive difference not solely on students, but on the teaching methods of other curricular subjects, on the school environment and even on parents, who sometimes get involved in JA programs.

In addition to the fact that JA programs were easy and pleasant to teach, interviewed teachers reported that the cross-cutting JA approach and teaching methods made JA programs feasible to integration with other subjects, a common practice in Kazakhstan's secondary schools during the so-called 10 days of opened 'lessons' in the schools and a marked trend in the continuing development of Kazakhstan's official secondary education curriculum.

Teachers reported a spill-over effect from JA programs on other programs and on the teaching of the whole curricular. Such a spill-over is largely possible because of the functioning of the weekly teachers' councils on which methodological issues are

discussed and other teachers are briefed on JA methodology and achievements. Other teachers reported that they have successfully collaborated with JA programs and their teachers during the ten days of open classes and on an ad-hoc basis during the year. JA methodology was generally conceptualized as provoking thought, communication and dialogue not only among students, but also among teachers, educators, within the family and the larger community.

The original JA methodology, as stated in its mission statement, goes beyond the classroom, i.e. 'to develop and implement economic education programs for young people through a partnership between business and education'. This task has proved less successful when implementing the JA program. Business participation in the programs was presented as separated incidents, made possible through personal contacts or through the participation of parents that run a business. The figure of the business consultant, stipulated in the original JA model remains largely unknown. This was explained with the lack of a critical mass of businesses in regional communities or their excessive business in the capital and commercial capital, where they are concentrated. The team Generally, the limited involvement of business was not conceptualized as a major problem.

The Global Business Ethics program seemed least referred to and probably least understood only partly because of lack of free access to the Internet in Kazakh schools.

Increasingly, there are other contemporary interactive teaching methods that are entering Kazakhstan's educational system and which complement JA's approach. Teachers reported that they are using teaching methods, developed by the Association for Reading, best suited for primary education programs and to Civic Education programs promoted by the Soros Foundation. The other economics textbooks used in schools will be discussed in question 3.

### ***3. What further government support is needed to increase the impact of JA programs?***

In an environment of mandatory official curriculum for secondary schools, the overall success of JA's program is grossly dependent of government support. Listed below is a chronology of relations between JAK and Ministry of Education (MOE):

**1996** – Order issued by MOE on Introduction of the *Applied Economics*. Regional departments of education in collaboration with JAK have to: (1) define the list of schools where Applied Economics will be taught, (2) work on the schedule for introduction of the course at selected schools, (3) provide economics classes with all necessary equipment, (4) conduct methodological conferences, seminars on economics education at schools, (5) organize preparation of teachers at retraining centers for Applied economics discipline;

**1996** – Letter from the Deputy Minister of Education instructs regional departments of education to (1) gradually transition Applied Economics at schools from an optional class to an obligatory class (at least 2 hours per week) as of 1996/97 school year, (2) conduct a national seminar on introduction of economics, (3) include *Applied Economics* in Kazakh into the list of school books for 1997;

**2000** – Order issued by MOE on Republican Fair of School Companies – (1) on a joint initiative between Fond *Dostizheniya Molodyh*, MOE and Academy of Education to support the First Fair of School Companies, (2) to ensure support from Almaty and Astana departments of education;

**2001** – Order issued to support *Dostizheniya Molodyh* in organizing the Second Republican Fair in Economics in the City of Almaty from 18-21 May'2001, (2) to ensure support from Almaty and Astana departments of education;

**2002** – Order issued by MOE on the list of books allowed at Kazakhstan's public schools for 2002/03 school year – extract “under Economics section recommend books by public fund *Junior Achievement/Dostizheniya Molodyh* for 1-4 grades (in Russian and Kazakh) and Applied Economics (textbook, problems, teaching manual) for 9-11 grades.

**2003-2005** – Economics is not an obligatory class at schools. JA economics books are no longer in the list of books recommended by MOE.

Economics is not a part of the official school curriculum in Kazakhstan, i.e. it is a part of optional component. There is no official statistics available that would describe trends in economic education at general public or specialized business and economics schools. Economics is mainly taught at specialized schools, i.e. lyceums and gymnasiums and specialized private schools, and is underrepresented at regular public schools because of the reasons outlined below.

School curriculum in Kazakhstan is highly regulated by MOE and consists of two parts – a non-variational (obligatory) component that is excessive in terms of workload and a variational component (optional), comprising of elective disciplines. There are 36 obligatory hours (approximately 7 lessons per day) allowed per week at the high schools. The variational component varies between secondary and high schools. It is equals approximately 3-4 hours per week at general secondary schools and double this number at schools that have status of a lyceum or gymnasium.

Overall, the variational component is very limited at Kazakhstan's schools. Theoretically schools are free to choose optional subjects within the variational component. However, in practice MOE introduced ‘obligatory electives’ such as physical education, valeology (a subject teaching balanced lifestyle) and basics of a safe life that considerably reduce the number of ‘free electives’. At this point it is highly unlikely that economics becomes an obligatory elective at the schools. The introduction of standardized national testing to include three obligatory subjects and one chosen by students choice from the subjects belonging to the invariational curriculum part excludes electives and does not encourages schools to increase economics classes.

As any other optional discipline economics faces limited support from MOE. There are few textbooks and no teaching methodology, no support for republican/

regional/local/school competitions and no professional forums. It is also not a subject for standardized national testing, based on which university education is pursued.

Economics teachers are further disadvantaged when compared with other teachers. In order to get highest qualification school teachers should meet the following requirements: (1) prepare prize-winners at oblast, republican and international school Olympiads, competitions and fairs, (2) win pedagogical contests, participate in conferences, seminars, and (3) shared teaching experience at oblast and republican levels. In the absence of economics contests, and economics teachers' forums it is hardly possible for economics teachers to obtain highest qualification.

Pedagogical universities do not prepare teachers in economics. Thus, most economics teachers come from other majors such as mathematics, economical geography, etc. Switching fully to a new major entails loss of officially granted professional qualification (and therefore, compensation). In order to obtain similar qualification teacher should prove his/her professionalism in the new field. In many cases attestation commissions require evidence of re-training in the new field. In many cases this problem is solved after teachers have presented certificates from JA training for teachers to the attestation commission. However, several teachers reported that JA certificates were not deemed as sufficient basis for getting higher professional qualification. A major incentive for taking JA classes is the possibility to pursue double accreditation and higher professional standing already discussed in the background part of this section. In addition, some teachers reported they are not allowed to pursue accreditation. Purportedly, another major incentive for teachers is the participation of a National Olympiad in Economics, the absence of which was seen as an issue by a majority of educational officials.

At the same time, the evaluation team also observed many opportunities for economics at the secondary school. Most and above all, the transfer to 12-grade schooling will make it a full-fledged school subject. Parallel to the centralization of secondary schools' curricula field research revealed a plethora of school-level practices that successfully bypass rigid regulations, when incentives for offering economics classes are in place. Mirroring overall optimism in Kazakhstan's future economic development and boosted by parental demand for more specialized classes, teaching are generally positive with respect to economics teaching. Several ways to supplement economics classes were identified by the evaluation team:

- lyceums enjoy more elective classes and can pursue holistic economic education
- specialized private schools have a lot of leeway to develop economic education
- some language classes in language schools are economics specific
- manual labor education classes are usually partitioned and some become economics
- some schools have out-of-curricular economics seminars (kruzhki). Teachers are usually paid less for these seminars and this is not a wide practice.
- Upon demand and overseen by a Board, since 1995 schools are allowed to offer 1-2 paid classes after regular classes. A lot of economics classes are offered in this way.

Motivated teachers and administrators reported using a combination of the above when demand and incentive for economics classes existed. Demand usually comes from the parents, while the incentives lay with active teachers. In addition, the evaluation team observed healthy competition between economics teaching programs at the school level. While teachers pointed out to the advantages of JA programs (detailed in question 1), they view economics teaching as a school subject that does not differ from the other ones and JA programs are perceived as one of the possible methodologies to achieve the highest standards of learning. Other economics teaching methodologies in economics can be homegrown such as *Dostizheniya Molodyh* or imported from Russia such as the textbooks of *Lyubimov*, *Avtonomov* and *Lipsey*. Teachers reported that a highly visible deliverable under the previous JAK management was the publication and dissemination of journals for exchange of best practices and approaches.

The evaluation team also found that a new entity, Books Center, with the MOE will be in charge of reviewing and approving school textbooks. Until now, this was done by a Department with Kazakhstan's Academy of Sciences. Currently, none of JA textbooks is included in the list of textbooks recommended for school year 2003/04.

Teachers clearly identified the need for more sophisticated economics materials and the need for textbooks to be translated into Kazakh and adapted, since more and more schools are picking up a curricular taught in Kazakh language. Translation and adaptation of teachers' books will require additional efforts. Printing and dissemination is a different issues. Economics textbooks are not available in good numbers, as illustrated by JAK textbook statistics below. In more remote areas it is typical that only teachers possess of JAK textbooks and students take notes during classes.

Years 2001-2005	Russian					Kazakh
	Textbook (S)	Study Guides (S-exercises)	Small textbook with KZ examples	Tape	Teaching Guide	Textbook
JA economics	1,000	1,000	1,000	200	170	
MESE					310	
Banks					150	
School Company					1000	1000

JA's Banks in Action Program and Global Business Ethics program are largely dependent on access to internet, which is not freely available in the public schools. Some public schools have been provided with some free access by the Soros Foundation and could offer the program but were uncertain how things would develop next year. However, most specialized schools (i.e. in mathematics) reported they have the requisite equipment to support JA's IT-based classes and also more classes to pursue more economics subjects. The content of these classes was found to be too simple. Students and teachers requested that there are options to make the MESE models more and more complicated.

#### ***4. Is JA expanding and diversifying business and other stakeholders' support?***

As already discussed, business, an essential element in original JA programs methodology, remains largely uninvolved in school activities. Although the charitable business community is limited to the larger cities, there is no consistent outreach and communication strategy and a fundraising plan. There is no respective person to implement such a strategy, including media relations. Education material development and fundraising are different time consuming areas, requiring extensive meetings with respective counterparts and the current JAK staffing level does not allow a focus on both. There is no will among current JA Board members to assume such a function. The limited number of Board members (5) further precludes getting more diversified expertise to the Board. There is an opinion among Board members that their function is one of oversight and control rather than as one of guidance and support.

Another issue emerged during interviews. Due to the current branding, JA was often perceived as an American NGO and not a local one. This was conceptualized as an issue for both local business support for the program, and government support for JAK programs. For example, a local bank turned down a JAK proposal on the basis that JA is an American NGO and current situation with this issue in Kazakhstan, while the list of participants in a JAK seminar were had to be checked by the purportedly Prosecutor's Office representatives. Largely due to the thunder of the "velvet revolutions" in neighboring countries activities of local and international NGO are currently under radar of the Government of Kazakhstan. Several laws such as the draft Law on Foreign and International NGOs and Law on amendments to other laws of Kazakhstan related to NGOs are expected to be passed. That will effectively restrict or complicate activities of domestic and international NGOs.

##### ***5. What is the level of maturity of the regional centers?***

Currently there are no genuine, mature and operational regional centers but regional coordinators that typically have another full-time teaching or school administration job. Regional coordinators are not paid for their JA related work but rely on occasional one-time service payments for collection of JA statistics, etc. This points to a grave management issue, since the maturity of the regional centers can not be viewed apart from the maturity of JAK.

According to JA statistics there are 11 regional coordinators in Kazakhstan to include the following regions: Almaty, Astana, Aktobe, Aktau, Astana, Karaganda, Kyzylorda, Pavlodar, Shumkent, Taraz, Taldykorgan, and Ust-Kamenogorsk.

The new JAK team inherited a host of regional coordinators who previously worked for *Dostizhenia Molodih*. Prior to 2003 under the former JAK director regional coordinators were appointed as heads of regional offices of *JA/Dostizheniya Molodyh*. *Dostizheniya Molodyh* was registered as a local NGO, with JA programs being only part of their educational activities. The role of regional coordinators was to represent the organization in the region, identify schools where to expand *JA/Dostizheniya Molodyh* programs, conduct trainings to teachers, distribute *JA/Dostizheniya Molodyh* books, and collect school statistics.



Although working as volunteers, all regional coordinators received commission from sales of books, as well as conducted trainings for teachers. Most of them are still working as representatives of *Dostizheniya Molodyh*, distributing publishing materials and providing local trainings. Provided experience of regional coordinators, the new JAK management made a decision to re-establish relationships with existing representatives. In March 2004 JAK conducted regional center's meeting to discuss a development strategy, work plan, fundraising and database management. So far, no work plans were developed for each coordinator since there still an uncertainty with respect to JAK funding. JAK has also conducted a number of trainings on new programs such as *Banks in Action*, *Student Company*, *Global business ethics*, etc. At this point of time it is not clear whether the relations were successfully reestablished. Motivation and financial incentives have not yet been tabled to them. Regional coordinators indicated that they would like to see the opening of official local offices with respective budgets, work plans and responsibilities. Among the most typical problems listed by regional coordinators are the absence of minimal compensation, no support from local MOE offices, and absence of a budget for public campaigns and involvement of business, lack of fundraising support from head office in Almaty. Very few regional offices were able to attract local businesses. Coordinators cite lack of general philanthropy culture, lack of fundraising skills and believe in the very idea of fundraising as the main reasons.

Apart from the issues with students/classes' statistics, currently JAK does not have information on the number of specialized schools where economics is taught. The evaluation team realized that collection of JA statistics represents a big issue. According to former JA reports there were 200,000 students covered annually by JAK programs with approximately 885 schools. The table below illustrates that most of the students that make up statistics come from primary and middle grade school. It is not clear whether materials for primary and middle grade schools published, and distributed by JA/Dostizheniya Molodyh, when it was implementing JA programs, are treated as a product of Junior Achievement, and therefore, students that are taught economics using these materials are counted against JA statistics. If JAK treats them as its own product we may expect an inflation of numbers due to the fact that Dostizheniya Molodyh as a separate entity continues to publish and distribute books for primary and secondary schools and so the number of schools using those programs/books is growing. Secondly, JAK database on schools at which JA programs are taught has not been updated. This is due to objective factors such as lack of data reporting from regional representatives and absence of unified JA approach on how the statistics is being collected.

<b>Program Numbers</b>	<b>2003-2004 (actual)</b>
Number of Students in Primary Programs (age 5-12)	101,660
Number of Students in Middle Grade Programs (age 13-15)	49,900
Number of Students in Secondary Programs(16-18)	72,093
Number of Students in Post-Secondary Programs (19+)	-
<b>Number of Total Students in JA-YE Programs</b>	<b>223,653</b>
Number of Schools with Programs	885

## Summary of Findings and Conclusions

The major finding seems to be a reflection at the micro-level of the belief that the original JA method is self-perpetuating and will replicate itself, once properly planted. This hypothesis downplays important institutional and cultural specificities, clearly identified in this survey.

The major issue around which this survey is centered is the fact that the sustainability of the JAK programs is dependent not so much on relations between educators and students/parents or educators and business but on relations with the educational officials at the policy and school level, the true custodians of any centralized official school curriculum.

## Conclusions

1. It could be concluded that students in Kazakhstan have definitely benefited JA programs over the course of ten years. The effect was more pronounced in the early years of program operation, when the logic of economic transition required a new focus on economics school education but the educational system could not deliver. Subsequently, Russian economics textbooks or domestic economics teaching methodologies have been developed and the market for JA programs has become a competitive one. Students benefit more from the program in terms of practical skills rather than practical knowledge, since the JA programs are viewed by students, teachers and educational officials as too US oriented, while they would like to see programs that fit in the emerging Kazakhstan's economic model.

2. With the deepening of reforms in the educational system and the proliferation of new teaching methods, JA programs are coming under increasing pressure to develop their distinct identity, clearly spell out their competitive advantages, identify their niche in the educational market and pursue a realistic strategy of expansion. Practical JA programs such as *MESE*, *School Company* and *Banks in Action* are best accepted by students. More theoretical programs such as *JA Economics* are viewed as too American in terms of content and thus as an interim solution before better domestically produced teaching tools are developed. JA's *Global Business Ethics Program* does not yet enjoy the fertile ground to be launched with a more significant number of participating classes. While the impact of JA methodology is well discernable within the education system and can be regarded as a 'shaker and mover' of the traditional didactic way of teaching, it largely fails to involve business in a society, where the culture of giving away is not developed. JA programs are typically well adapted to inter-school and extra-curricular activities such as schools competitions, school papers, integrated lessons, etc. While involvement of parents with own business is important, in the longer run the practical business education component of the program can not rely on parents support solely. For various reasons, some stemming from the local business environment, other from the inherited education model, business participation in JA programs is not recognized as a need.

3. Teachers and School Administrators are the true custodians of economics education. Schooling is heavily regulated but when there are incentives, school administrators can do a lot to institute classes. Teachers typically have incentives to pursue economics specialization alongside their academic one due to promotional opportunity build within the educational system. Currently, these are not exploited to the full benefit of JA programs. Managing a schooling reform and fully in charge of approving teaching materials, MOE is expected to play a stronger role than before. However, it will be up to school administrators and teachers to implement reforms. Room for adaptation and moderation will continue to be present in the new 12-grade system but will require more mature teaching methodologies and methods that better capture Kazakhstan's reality and a more sustained focus on books for teachers, that in effect promote and carry out educational programs. Another incentive for teachers, related to their promotion within the educational system, is the organization of a National Olympiad in Economics. However, it has to be recognized that JA programs are no longer the only economics teaching methods currently in circulation. Thus, a National Olympiad with MOE support will promote economics as a school subjects and not exclusively JAK. A National Olympiad of JA programs will not provide teachers with the incentives of a National Economics Olympiad and will hardly be supported by MOE. Following the identified trend of deepening and development of economics as a regular school subjects on par with the other school subjects, it may be speculated that in the longer terms the more theoretical JA programs will be crowded out of the educational market and substituted with local programs. Thus, a focus on specialized schools seems a more sustainable approach to pursue in the short to medium term. They have more slots for economics subjects and the computer equipment necessary for JA programs. The availability of JAK textbooks is another urgent issue to address.

4. No consistent strategy is being implemented to reach out to the wider and business community. This is partly due to the change of JAK management and the split allegiances of the regional coordinators between the former and current JAK management. However, there is currently no strong, vivid message communicated accordingly to the public of what JA is about. JAK American-like branding and identity poses issues.

5. There is a stark difference with respect to the shape of regional structures under the previous and current JAK management. The current JAK regional structure seems inadequate to support the goals and objectives of the organization. Largely due to the absence of adequate regional structures, issues with JAK statistics are many, i.e. schools, classes, students and pose a challenge for future funding.

## Recommendations

1. Focus and develop the overall **JA program** as a *developmental one* based on specific country needs with all the implication of doing so, i.e. developing a more detailed SOW with a set of hypotheses, clearer goals and objectives, high level tangible results, Monitoring and Evaluation Plan and ongoing reporting on achieving. Based on findings of other JA evaluations in CAR, a different set of development hypotheses has to be developed for each CAR country with an active JA program.

2. Making the program a truly developmental one with a focus on sustainable impact through the educational system. Indulge in dialogue with educational officials on the comparative advantages of JA programs, strengthen and develop these rather than compete with other business education programs that are on the market.
3. Conceptualize the limited *involvement of business* as a development issue and develop a plan for involvement of business as a specific feature of the program and that distinguish it from conventional economics educational program. This is a strong competitive advantage of JA programs, where other business or economics teaching program can not compete.
4. Make full use of *JA's unique teaching methodology* that integrates well with other official agenda subjects and can easily bridge reality and classroom. Use donors' grants for further development and adaptation of methodology, which is JA's strongest asset, as opposed to currently, when focus is on projects' implementation. Make use of existing mechanisms for dissemination within the educational system such as the August Methodological Reviews for each school subject organized by the regional DEs.
5. Recognizing the central role of MOE officials, school administrators and teachers, **JAK** needs to indulge in a *two-tier interaction at the policy level and at the school level*. The centrality of the Books' Center with MOE is only to emerge and JA is advised to make a formal presentation of its programs with the Center. A successful implementation of JA program would entail to win the hearts and minds of omnipotent school administrators. One way of doing so is to develop a program for on-going training, TOT training and to seek approval from MOE that JAK certificates count when teacher upgrade their rank.
6. Before that **JA programs** need to find their *niche in the competitive market for educational programs* in Kazakhstan. Further to the competitive advantages of JA programs these can be specialized classes building upon the basic economics classes typically offered at high/intermediate schools with specialized curriculum in economics, business, mathematics or geography. A more targeted approach will lead to (1) creation of a robust target group of school teachers with support from schools, parents and businesses; (2) sustainability of JAK curriculum at schools (JA program will thus no longer solely depend on the individual teacher, and study materials will no longer belong to one individual teacher but will be a part of school library); (2) these schools can be further used as a platform for piloting of new JAW programs and to demonstrate best practices for further JA program expansion to regular schools starting at 2009 (when regular schools will be obliged to provide specialized education at 11-12 grades); (3) creation of teachers network and a high-profile JA image; (4) successful introduction and popularization of JA computer-based programs such as *FOME*, *MESE*, *Banks in Action* and *Global Business Ethics* since most of the specialized economics schools/colleges have equipped economics classes and computer labs.

Needless to say trustworthy statistics about these schools is needed. Only after securing their place, is a massive expansion based on good practices to regular schools recommended. A focus on methodological training for teachers and a mechanism for ongoing training and networking is indispensable for the dissemination of JA programs. An electronic JA bulletin seems very practical to support a robust network of active teachers, networking, spearheading and promoting JA programs. This is a feasible option and can initially rely on the incentives of the educational system. Computerization of JAK regional coordinators may be a next step. Vocational schools (colleges) can also be an interim target for potential JA expansion. At schools where specialization starts at middle grades JAK can also try to make a pitch with its middle grade programs. The issue of organizing a **National Olympiad** in economics needs to be tentatively approached and linked with a well-organized promotion of JA programs.

7. **USAID/CAR** will need to support the accreditation of *JAK textbooks* with the **MOE** and ensure that JAK certificates count when teachers are attested for professional ranking. Trustworthy statistics on the number of economics classes at least in specialized schools needs to be obtained for programming purposes, as well as support for piloting JA programs in specialized schools.

8. Reconsider the limited management structure of the **JAK regional structure** and provide more incentives for JA regional coordinators to participate in JAK decision-making. Individual working plans, building on *incentives* beyond current commissions from textbooks sales, need to be developed for every regional coordinator. These may be a competition JAK coordinator of the Year or financial bonuses. Regional coordinators have to play a strong role in fundraising from local businesses. Training may be needed with respect to this and coordinators will need an official seal of approval from JAK to do so. Improving JAK statistics is a prerequisite for future funding. Currently, monitoring of funded activities will be impeded due to the lack of *trustworthy students/classes/types of schools statistics*.

9. A personalized approach to business and a network **outreach approach** to teachers and school administrators is hereby suggested. Students should be included in at least partially attracting business representatives to the classes. **JA head office** is strongly encouraged to support its local chapters in fundraising efforts by contacting head offices of American companies and urge them to encourage their local offices to contribute to JA programs. This may be the case with any of the local audit companies, as well as American companies working in natural resource sectors.

10. Reconsider **JAK branding** to include display on name in either Kazakh or Kazakh and Russian in addition to the English language logo.

11. Only two **JAK books** in Kazakhstan have been translated into Kazakh language and only one was fully adapted to Kazakhstan's reality. Provided growing demand from Kazakhstan's educational system for economics textbooks/programs that address specific topics of national economy and use local context in illustrative examples and cases, JAK should seek adaptation of its programs by engaging local experts to get national buy-in to

JAK programs/ books. Also, provided growing share of students studying in Kazakh (54% of total in 2004) JA may need to translate its programs and related materials into Kazakh language.

## **Annexes**

- A. SOW for the Evaluation
- B. Sample key informant/focus groups questions
- C. Questionnaire forwarded to regional centers (in Russian)
- D. List of documents consulted
- E. List of Contacts
- F. JAK Facts



## ANNEX A: JAK Evaluation SOW

### Participant Team: KAZAKHSTAN

Project/Program to be Evaluated: **JA Kazakhstan**

**The mission of Junior Achievement International is:** “To recognize and serve Member Nations that develop and implement economic education programs for young people through a partnership between business and education. The programs are implemented by Member Nations to help young people gain an understanding of:

- Δ the importance of market-driven economies;
- Δ the role of business in a global economy;
- Δ the commitment of business to environmental and social issues;
- Δ the commitment of business to operate in an ethical manner;
- Δ the relevance of education in the workplace; and,
- Δ the impact of economics on their future.”

**History:** Established in 1994. There are 13 regional centers in KZ that are delivering and promoting JA programs to over 200,000 students on an annual basis.

**Funds provided:** regional program (\$560K)

**Purpose:** to evaluate performance of JA and its impact on youth in Kazakhstan

#### **Evaluation Questions:**

(1) Did students capitalize on knowledge/skills received (where JA students are in the domestic division of labor?

- *There is a linkage between students taking JA and choosing a business-oriented career (target batch those who graduated from JA 9-10 years ago)*

(2) How JA curriculum/methodology affected teaching/quality standards in a sustainable manner,

- *Teaching methods for classes other than business and economics have been changed thank to JA exposure/experience*

(3) What further support from MOE is needed to increase the impact of JA program?

- *Demand exists to institute business education as a part of official secondary school curricular of GOK*

(4) Is JA expanding and diversifying business (possibly to involve local businesses) and other stakeholders support (*specify ways*)?

- *List reasons that prevent businesses from supporting JA's activities at schools*

(5) What is the level of maturity of regional centers (to assess level of development of regional offices)?

#### Evaluation Methods: **Overall Design Strategy**

(1) Did students capitalize on knowledge/skills received (where JA students are in the domestic division of labor)?

- **A follow-up/comparison approach will be employed (i.e. JA and non-JA graduates will be traced after 10 year span)**

(2) How JA curriculum/methodology affected teaching/quality standards in a sustainable manner

- **Comparison will be employed (i.e. before and after JA state of arts of school curriculum will be analyzed)**

(3) What further support from MOE is needed to increase the impact of JA program?

- **Design will be based on consensus of perceptions/opinions of key stakeholders**

(4) Is JA expanding and diversifying business and other stakeholders support (*specify ways*)?

- **Design will be based on trend analysis of established facts and opinions of collected from local business/other stakeholder**

(5) What is the level of maturity of regional centers (to assess level of development of regional offices)?

- **Design will be based on comparison of existing data on services provided by regional centers**

#### Evaluation Methods: **Data Collection Methods**

(1) Did students capitalize on knowledge/skills received (where JA students are in the domestic division of labor)?

- **In-depth interview with former JA students (convenient sampling suggested by JA)**

(2) How JA curriculum/methodology affected teaching/quality standards in a sustainable manner –

- **Regular interview with teachers and parents (expert sample), analysis of questionnaire ran by JA**

(3) What further support from MOE is needed to increase the impact of JA program?

- **Interviews with key stakeholders (Delphi technique)**

(4) Is JA expanding and diversifying business and other stakeholders support (*specify ways*)?

- **Analysis of relevant information/data, written or/and oral interviews with key stakeholders and beneficiaries (*in order to address local businesses representatives of***



*association of entrepreneurial will be interviewed)*

(5) What is the level of maturity of regional centers (to assess level of development of regional offices)?

- **Collection, comparison and analysis of relevant data (types of activities existing at one schools and absent in the other)**

Evaluation Methods: **Analysis Methods and Plan** (see USAID's Evaluation Methods section of the TIPS for Preparing an Evaluation SOW behind Tab 4, section (b). Feel free to attached draft tables and graphics proposed for your report.

**Team Contact Information (*name and e-mail*) and name of Team Leader:**

Ela Challenger, Petar Kovachev, Assel Aitkhozhina

**Proposed Fieldwork Schedule:**

Work starts: May 30

Questioners are sent out: June 10 – June 20

Field work: June 27-July 3

Draft report issued: July 15

Oral presentation: August 3

**Additional Planning Information for JA**

Estimate of JA Country Staff Time/Assistance Needed by Each Team:

List of individuals or types of people (students, business leaders) that teams would JA to help them meet like to meet (and how many of each type):

## **ANNEX B: SAMPLE FOCUS GROUP QUESTIONS**

### **FOCUS GROUP QUESTIONS FOR TEACHERS/SCHOOL ADMINISTRATORS**

*Present yourself, JA major objectives and the purpose of this evaluation.  
Specify that the conversation shall take up to 60 minutes.*

1. Tell us about your motivation to become a JA teacher/ to involve your school in JA programs
  - How did you learn about the program?
  - What do you like/dislike about the program?
  - What is the impact of the program on other teachers/the school?
2. Tell us about JA (your perception)
  - Its teaching methodology
  - Quality of materials (translation, adaptation)
  - Training of trainers
  - Relations with JAK Office
3. Impact of JA programs on the school. Is there spill over to non-JA classes, extracurricular and school activities
4. Impact of JA programs on students
  - Do you know the personal story of some JA alumni?
  - Which seem to be the most successful ones?
  - Was economics pursued as a university major by a majority of the students?
5. What is your experience with the involvement of business in school activities?
  - Is the current level of involvement satisfactory and can it be improved?
6. Tell us the most common issues you come across?
  - Relations with regional educational officials and MOE?
  - Incentives and Compensation.

## FOCUS GROUP QUESTIONS FOR STUDENTS

*Present yourself, JA major objectives and the purpose of this evaluation.  
Specify that the conversation shall take up to 60 minutes.*

1. Tell us about your motivation to join JA programs
  - How did you learn about the program?
  - What do you like/dislike about the program?
  - What is the impact of the program on you, your parents, your class and your school?
2. Tell us about JA (your perception)
  - Is it different from other classes?
  - Quality of materials (translation, adaptation)
  - Things that need improvement
  - Relations with other classes
2. Impact of JA programs on the school. Is there spill over to non-JA classes, extracurricular and school activities
  - Do you want more economics classes?
  - What other programs would you want to have in the schools?
4. Impact of JA students future plans
  - Do you plan to study economics or a different subject in university?
  - Which majors are most likely to make you successful?
  - Did JA change you/your attitude?
  - Do you feel more self-aware and confident?
5. What is your experience with the involvement of business in school activities?
  - Is the current level of involvement satisfactory and can it be improved?
6. Tell us the most common issues you come across when taking JA?

## QUESTIONS FOR INTERVIEWS WITH BUSINESS/BOARD REPRESENTATIVES:

1. Warm up questions about the business s/he is running. Overall business environment in the country. Growth potential in the sector s/he works in.
2. How many young people (under age of 35) are employed by you? Are they equipped with the necessary skills by the universities/secondary schools?
3. Are you providing on-job training. Is this increasing significantly your costs?
4. Present deeper JA training modules and objectives. Solicit feedback.
5. Is such a program beneficial to your business? Would it result in saving you on-job training costs?
6. What would you want to see in such a program? Have you supported such a program? Have you supported other charitable services?
7. Would you support such a program? Please, provide reasons.
8. What are the drawbacks of such a program? Please provide reasons not to support such a program.
9. Do you know of a viable education-business model?
10. What is your ideal for a sustainable education- business model.



1. Регион (область, город) Восточно-Казахстанская область, г. Усть-Каменогорск
2. ФИО Чижикова Елена Ивановна
3. Основное место работы Восточно-Казахстанский Государственный технический университет им. Д. Серикбаева
4. Контактная информация (почтовый адрес, телефоны, электронный адрес) г.Усть-Каменогорск, Набережная Красных Орлов, д. 123, кв. 187, тел. (83232) 25-94-25, echig@mail.ru

**А. ПРОГРАММЫ JA / УЧЕБНЫЙ ПЛАН / ТРЕНИНГ ДЛЯ ТРЕНЕРОВ**

5. Когда программа JA стартовала в вашем регионе (укажите год и месяц)?

*Ответ: март 1997 год*

6. Как долго вы являетесь координатором программы JA?

*Ответ: в программе с марта 1997, координатор на добровольных общественных началах с 2002-2003 годов*

3. По каким из ниже перечисленных программ вы прошли курс обучения?

*Пожалуйста, укажите дату (если вы участвовали в одном и том же тренинге несколько раз, укажите несколько дат)*

Экономика JA	Школьная компания	Банки в действии	Моделирование экономики и менеджмента	Мировая бизнес этика	Нац. олимпиада по экономике	Другие (указать)
Март 1997	Март 1997, Март 2005	Март 2005	Март 1997	Март 2005	Проводила в регионе весной 2005	Ежегодные встречи-тренинги региональных представителей
В качестве координатора, сколько тренингов для преподавателей вы проводили за последние четыре года по каждой из ниже перечисленных программ (указать количество тренингов)?						
Экономика JA	Школьная компания	Банки в действии	Моделирование экономики и менеджмента	Мировая бизнес этика	Нац. олимпиада по экономике	Другие (указать)
5	2	2	6	2	1	Консультации учителей

**4. Сколько преподавателей и во скольких школах вы обучили по каждой из ниже перечисленных программ за последние четыре года?** (в первой графе указать количество школ, во второй графе, указать количество преподавателей)

	Экономика JA	Школьная компания	Банки в действии	Моделирование экономики и менеджмента	Мировая бизнес этика	Нац. олимпиада по экономике	Другие (указать)
<i>Школ</i>	18	15	5	18	5	18	
<i>Преподавателей</i>	32		5	25	5	25	

**5. Сколько преподавателей из посещавших курсы JA преподают экономику по программе JA**  
 (укажите по состоянию на какую дату) май 2005?

Экономика JA	Школьная компания	Банки в действии	Моделирование экономики и менеджмента	Мировая бизнес этика	Нац. олимпиада по экономике	Другие (указать)
25	12	0	25	0	25	

**6. Какая из ниже перечисленных программ JA является наиболее часто преподаваемой в школах в вашем регионе** (отметить по следующей шкале: 1 - часто, 2 - менее часто, 3 – редко, 4 – не преподается вообще)?

Экономика JA	Школьная компания	Банки в действии	Моделирование экономики и менеджмента	Мировая бизнес этика	Нац. олимпиада по экономике	Другие (указать)
1	2	4	2	4	1	

**8. Для программ, отмеченных отметкой 1 и 2, коротко объясните причины, по которым они наиболее популярны среди преподавателей.**

Например: их легче преподавать, не требуют специальной подготовки преподавателей, существует достаточное количество обучающих материалов, качество материалов глубже и лучше, не требуют компьютеров, поддерживаются руководством школы и т.п.

Ответ:

существует достаточное количество обучающих материалов, качество материалов глубже и лучше, не требуют компьютеров, поддерживаются руководством школы и т.п., преподается давно

**9. Для программ, отмеченных отметкой 3 и 4, коротко объясните причины, по которым они не популярны среди преподавателей.**

Например: требуются компьютерные классы, слишком сложны для восприятия школьниками, не велась достаточная подготовка учителей, и т.п.

Ответ:

требуются компьютерные классы, не велась достаточная подготовка учителей, и т.п., появились недавно

**10. За последние четыре года, сколько школьников во скольких школах обучались по ниже перечисленным программам JA?**

	Экономика JA	Школьная компания	Банки в действии	Моделирование экономики и менеджмента	Мировая бизнес этика	Нац. олимпиада по экономике	Другие (указать)
<b>Школ</b>	18	15	0	15	0	18	
<b>Школьников</b>	Около 10000	Около 1000	0	Около 5000	0	Около 3000	

**11. Каков процент от общего количества школ, где преподается JA, составляют школы, основным языком преподавания в которых является казахский язык?**

Ответ: около 10%

**12. Если процент меньше чем 20-30%, указать причины.**

Ответ: небольшой процент школ с казахским языком обучения

**13. В целом, какой статус предан программе JA в школах вашего региона?****Подчеркнуть:**

- a) обязательный предмет,
- b) используется как компонент предмета по экономике,
- c) предмет по выбору (факультатив),
- d) специальный предмет,
- e) другой (указать)

**14. В целом, сколько часов выделено на изучение по программе JA в школах вашего региона?****Подчеркнуть:**

- a) один час в неделю,
- b) два часа в неделю,
- c) другое (указать)
- d) ....

**15. Какие компоненты внутри программы JA (например, курсы обучения преподавателей (тренинг для тренеров), содержание курсов JA, и т.п.) вы считаете наиболее удачными?**

Ответ: содержание курсов JA

**16. Какие компоненты внутри программы JA (например, тренинг для тренеров, содержание курсов JA, и т.п.) вы считаете необходимо усилить?**

Ответ: тренинг для тренеров



**17. По вашему мнению, что необходимо для расширения и закрепления программы JA в вашем регионе.**

*Например: введение JA как обязательного курса по экономике в школах, большее количество часов по экономике в неделю, больше тренингов для преподавателей, больший перечень программ по JA, улучшение качества учебных материалов по JA, лучшая реклама JA, и т.п.*

Ответ: введение JA как обязательного курса по экономике в школах, большее количество часов по экономике в неделю, больше тренингов для преподавателей, большее количество материалов для учителей, большие тиражи материалов

**18. Перечислите основные и наиболее часто встречающиеся проблемы в продвижении JA в вашем регионе.**

*Например: нехватка учебников, отсутствие интереса у преподавателей к программам JA, отсутствие дополнительной компенсации за работу координатором, отсутствие поддержки со стороны местных представителей министерства образования, нехватка средств на проведение кампании по популяризации JA, не все преподаватели, обучившиеся по программам JA, далее преподают их в школах и т.п.*

Ответ: нехватка учебников, отсутствие дополнительной компенсации за работу координатором, отсутствие поддержки со стороны местных представителей министерства образования, нехватка средств на проведение кампании по популяризации JA

**Б. ВЗАИМООТНОШЕНИЯ С ЦЕНТРАЛЬНЫМ ОФИСОМ - ОФ «ДЖУНИОР ЭЧИВМЕНТ КАЗАХСТАН»**

**1. Насколько активно и как часто вы поддерживали контакты с представителями центрального офиса (ЦО) в течение 2004-2005 учебного года? Подчеркнуть:**

- участие в семинарах в г. Алматы,
- регулярные посещения представителя ЦО вашего региона, по крайней мере, один раз в 3 месяца,
- приезд в г. Алматы (за исключением семинаров), если да, то укажите сколько раз
- телефонные беседы,
- переписка по электронной почте.

**2. Какова роль ЦО в установлении годовых планов (если такие планы составляются) по продвижению JA в вашем регионе?**

Подчеркнуть:

- Планы утверждаются ЦО и передаются в мой регион для исполнения
- Планы утверждаются региональным координатором и согласовываются с ЦО
- Планы утверждаются региональным координатором самостоятельно, и ЦО ставится в известность

<p>3. <b>Ваша работа как регионального координатора оплачивается (частично оплачивается)? Если да, то за какую деятельность?</b> <u>Ответ:нет</u></p>
<p>4. <b>Перечислите, какую поддержку оказывает Вам центральный офис в данный момент?</b> <u>Ответ:информационную</u></p>
<p>5. <b>Достаточна ли оперативная поддержка, которую Вам оказывает ЦО в достижении поставленных Вами целей? Если нет, то что необходимо улучшить?</b> <u>Ответ:финансирование</u></p>
<p>6. <b>На ваш взгляд, достаточен ли объем финансирования и учебных материалов для региона, за который Вы ответственны? Если нет, то что необходимо улучшить?</b> <u>Ответ:недостаточно учебных материалов</u></p>

<p><b>В. ПРИВЛЕЧЕНИЕ ВНЕШНЕГО ФИНАНСИРОВАНИЯ / ВЗАИМООТНОШЕНИЯ С БИЗНЕС СООБЩЕСТВОМ</b></p>
<p>1. <b>Когда вы начали вести работу по привлечению внешнего финансирования (указать год и месяц)?</b> <u>Ответ: с 2002, но неудачно</u></p>
<p>2. <b>Каковы объемы привлеченного Вами финансирования и количество компаний-доноров за последние два года?</b> <u>Ответ:нет</u></p>
<p>3. <b>В основном, это мелкие, средние или крупные компании?</b> <u>Ответ:-</u></p>

4.	<p>Со сколькими компаниями Вы вели переговоры по привлечению внешнего финансирования за последний год? Из них, сколько компаний выделили фонды?</p> <p><u>Ответ: 4, но средств не выделили</u></p>
5.	<p>С какими основными трудностями и проблемами вы столкнулись во время работы по привлечению внешнего финансирования (каковы основные причины отказа)?</p> <p><u>Ответ: не видят пользы для фирм от финансирования программ</u></p>
6.	<p>Какая поддержка вам необходима от ЦО в привлечении внешнего финансирования?</p> <p><u>Ответ: централизованный поиск финансирования</u></p>
7.	<p>Как часто школы вашего региона приглашают волонтеров из бизнеса для участия в гостевых лекциях?</p> <p><u>Ответ: примерно раз в год</u></p>
8.	<p>По вашему мнению, достаточно ли осведомлен местный бизнес (в вашем регионе) о программах JA?</p> <p><u>Ответ: нет</u></p>
9.	<p>По вашему мнению, что необходимо сделать для расширения участия бизнес сообщества в программах JA?</p> <p><u>Ответ: централизованная официальная информация</u></p>

## **ANNEX D: INFORMATION SOURCES**

- 1) Cooperative Agreement 115-A-00-01-00032-00, September 26, 2001
- 2) Modifications to Cooperative Agreement 115-A-00-01-00032-01/02/03
- 3) Justification of non-competitive extension of Junior Achievement International Project, February 24, 2004
- 4) JA Worldwide Operating Agreement
- 5) Justification of extension of Junior Achievement till December 31, 2004
- 6) Quarterly Report for the period ended 20 September, 2002
- 7) Quarterly reports: March 31 -2003, June 30 - 2003, September 30 – 2003, December 31 – 2003, March 31 – 2004, June 30- 2004, September 30 – 2004
- 8) Final Report for the period for October 1, 2001 – December 31, 2004
- 9) State Program of Educational Development for 2005-2010, Astana 2004
- 10) Education and Science of the Republic of Kazakhstan, brochure, Ministry of Education and Science, Astana 2004
- 11) Summaries of the meeting between JAK and Ministry of Education and Science
- 12) MOE Order # 261 of April 26, 2005 on Attestation Procedures for Teachers
- 13) Poverty in Kazakhstan, UNDP/Kazakhstan, 2004
- 14) UNDP 2004 Kazakhstan Human Development Report: Education for All – a major goal of the new millennium

## **ANNEX E: LIST OF CONTACTS**

### **KEY STAKEHOLDERS**

Gulnara Shegebaeva, Director of Junior Achievement, Kazakhstan

Nancy Keeel, JA/NIS Regional Director

Erin Nicholson, Private Sector Development Officer, USAID Office of Enterprise and Growth

Galina Samatokina – Department of Education, City of Almaty, Deputy Head

Zauresh Ualiyeva – Department of Education, City of Astana, Deputy Head

Tamara Ilycheva, Director of Dostizheniya Molodyh, Kazakhstan

Zhumakhan Zhukenov – Ministry of Education and Science, Department of school and pre-school education, Deputy Director

Roza Batalova - Ministry of Education and Science, Secondary Education sub-division, Head

### **KEY TEACHERS AND SCHOOL ADMINISTRATORS**

Irina Entina, JAK Regional Coordinator in Astana, Economics Lyceum

Elena Ozhgo, Director of School #35 in Almaty (non-JA school)

Olga Burabaeva, Director of School of Entrepreneurs, Almaty

Aliya Khodzhaeva, Economics Teacher with School of Entrepreneurs, Almaty

Victoriya Shestel, Economics Teacher, School #55, Almaty

Inna Kosova, Econo, School #55, Almaty

Rasul Rassulov Economic Teacher at Ak Zhol School, Almaty

Gulbashyn Dolayeva, Economics Teacher, School #24, Taldykorgan

Lubov Valoshina, Director, School #10, Taldykorgan

Irina Mikhalko, Economics Gymnasium, Deputy Director, School #10, Taldykorgan

Tatiana Nechayeva, Director, Gymnasium # 12, Taldykorgan

Valentina Lee, Deputy Director, Gymnasium # 12, Taldykorgan

Larissa Bukhinskaya, Economics Teacher, Gymnasium # 12, Taldykorgan

### **OTHER TEACHERS**

5 JA teachers 27<sup>th</sup> June (Almaty) (Tatian Samoilova – School “Turan”, Aliya Khodzhayeva, Entrepreneurial School, Kairat Shadiyev, private school “Bolashak”, Shestel Viktoriya, School #55, Aleksey Avdeev, Kapchagai)

1 teacher non- JA, 28<sup>th</sup> June (Almaty)

3 JA teachers, 28<sup>th</sup> June (Almaty)

8 JA teachers, 29<sup>th</sup> June (Astana)

6 JA teachers, 30<sup>th</sup> June (Taldykorgan)

3 JA teachers, 30<sup>th</sup> June (Taldykorgan)

### **BOARD OF DIRECTORS**

Joel B.Benjamin, DentonWildeSapte / Partner

Daniel J.Connelly, Chief Executive Officer Citigroup (Citibank)

Matthew Tallarovic - Chief of Board of Directors, PriceWaterhouseCoopers, Tax Services, Manager

### **STUDENTS**

1. Almaty, Monday 27 June, 2005

Total number of **students 18**

2. Almaty, Tuesday 28 June, 2005,

Total number of **students 22** (1<sup>st</sup> **group 12 students** - 5 girls; 7 boys 17 years old; 2<sup>nd</sup> **group 10 students** 7 girls; 3 boys )

3. Astana Wednesday 29 June, 2005

Total number of **students 16**

4. Taldykorgan, Thursday 30 June, 2005

Total number of **students 20** - 2 schools (1<sup>st</sup> **group 14 students** /in three groups 3 of 15y; 5 of 16y; 6 of 17y Gymnazium), (2<sup>nd</sup> **group, 6 students** from 14 to 16 years old Kazak school)